

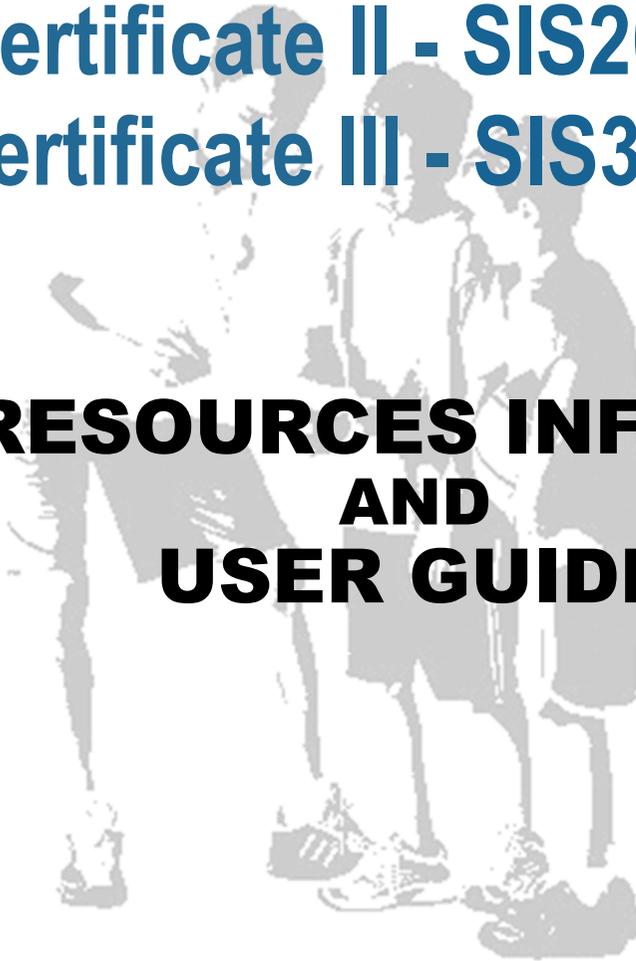
SIS - Sport, Fitness and Recreation Training Package

Sport Coaching

Certificate II - SIS20321

Certificate III - SIS30521

**UNIT RESOURCES INFORMATION
AND
USER GUIDE**





Passing Lane Pty Ltd
PO Box 975
COWES VICTORIA 3922

Copyright 2022

All rights reserved.

All Passing Lane materials are provided to an educational or training organisation under an institutional license agreement.

An outline of this agreement can be viewed on the Passing Lane website at www.passinglane.com.au.

The use of any Passing Lane materials without a valid and current licence agreement is strictly prohibited.

Any requests for further information regards the Passing Lane licence agreement can be sought directly from Passing Lane Pty Ltd.

MATERIALS PUBLISHED IN AUSTRALIA

Disclaimer

The information in this document has been developed using information and reference sources considered to be reliable.

Passing Lane Pty Ltd, its employees and contracted content developers accept no responsibility as to any errors or omissions or any loss or damage of an kind caused by using this manual and no warranty is provided as to the reliability of any sources or correctness of the information within this document.

TABLE OF CONTENTS

Introduction	Page 4
Manual Content	Page 7
PowerPoint Slide Presentations	Page 15
Assessment Mapping Utilities	Page 18
Licence Overview	Page 20
Content Modifications	Page 22
Updates and Upgrades	Page 23



INTRODUCTION

Passing Lane Pty Ltd is pleased to introduce your school/institution to our vocational education and training unit resource packages.

SPORT COACHING**Certificate II - SIS20321****Certificate III - SIS30521**

This document outlines the licensing terms and conditions of the unit resource packages.

It also provides basic information on how to use the materials.

Should you have any further questions or require any additional information do not hesitate to contact Passing Lane.

**Passing Lane Pty Ltd
PO Box 975
COWES VICTORIA 3922**

Telephone 1 300 64 98 63

Email info@passinglane.com.au

Web www.passinglane.com.au

INTRODUCTION-CONT'D

The Student/Trainee and the Teacher/Trainer manuals are developed to provide training content that addresses the specific 'Unit of Competency' as outlined on the following pages.

This unit manuals can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

This resource has been designed to be delivered in a form that is conducive to the learning environment including:

- ☆ Online delivery
- ☆ Classroom delivery
- ☆ On the job training

The documents are designed in a 'landscape' format in order to make reading on a computer screen easier as well as reduces the need to scroll down pages. Documents can be easily printed if the learning environment requires the student or trainee to have hard copies of the learning materials.

The Student/Trainee and the Teacher/Trainer manuals are Portable Document Files (PDF) and are opened using Adobe Reader.



The latest Acrobat Reader software is available at no charge from the website <http://get.adobe.com/reader/>

INTRODUCTION—CONT'D

The Student/Trainee and the Teacher/Trainer manuals can be used on both PC and MAC platforms.

Generally, the materials are easily exported to most learning platforms.

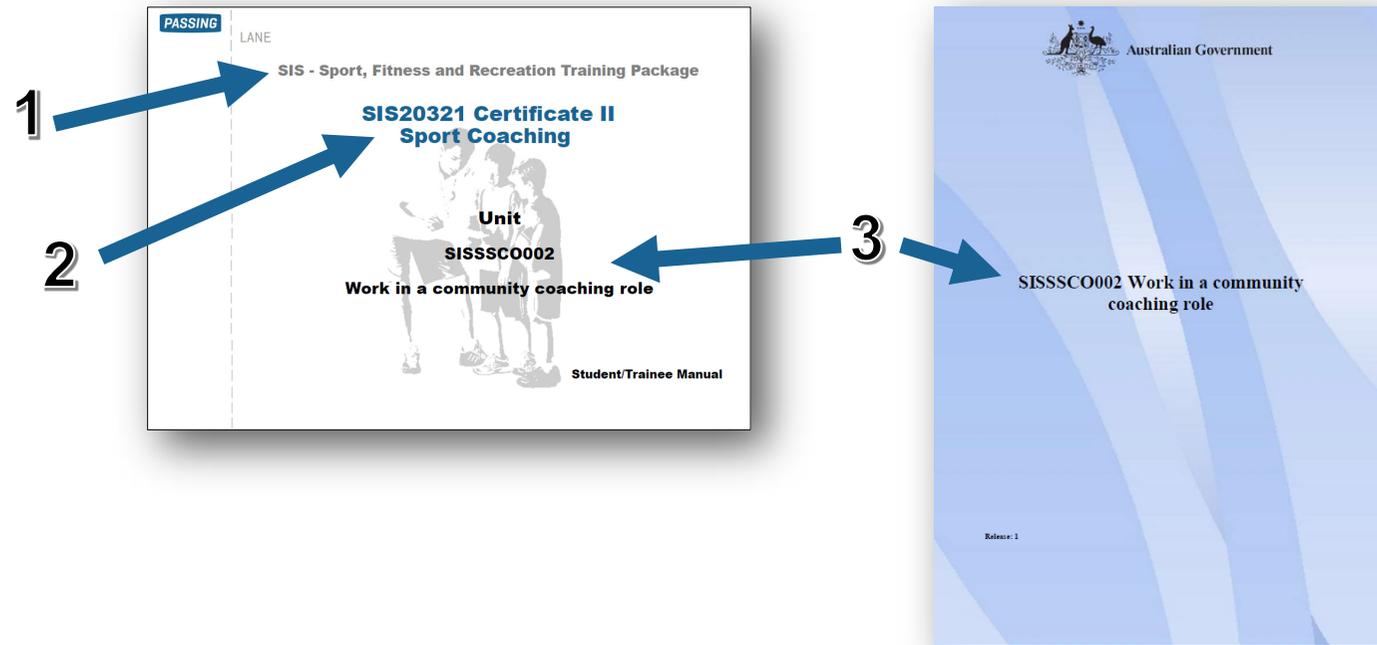
The materials can also be printed and bound and handed out as hardcopies to each student or trainee.



LANE

MATERIALS CONTENT

The title page of both the Student/Trainee and the Teacher/Trainer manuals specify 1) the training package it has been developed for, 2) the qualifications which the content in each manual has been written for and 3) the specific unit the content is addressing.



MATERIALS CONTENT—CONT'D

The beginning of both manuals is the 'Unit of Competency Overview' page, which aligns directly (mirrors) with the endorsed 'Unit of Competency' in the training package.

This page is to let the readers know what the materials in the manuals are addressing.

PASSING LANE SISSCO002 Work in a community coaching role **Page 8**

UNIT OF COMPETENCY OVERVIEW

The following pages are extracts from Training.gov.au website and outlines this specific 'Unit of Competency' including the 'Elements' and the 'Performance Criteria'. The content within this manual has been developed to address this unit.

SISSCO002 - WORK IN A COMMUNITY COACHING ROLE

ELEMENT	PERFORMANCE CRITERIA
1. <i>Work in a sport environment</i>	1.1. Source and interpret sport and sport-specific industry information to maintain knowledge of Australian sport and sport-specific industry structure and governance arrangements 1.2. Source and interpret sport and sport-specific industry information to maintain knowledge of legal and ethical job role responsibilities 1.3. Reflect on own coaching practice to confirm legal and ethical job role responsibilities are met
2. <i>Contribute to a productive workplace environment</i>	2.1. Apply sport-specific industry code of conduct to own coaching practice 2.2. Model behaviours expected of a coach in a community sport environment 2.3. Carry out work tasks according to organisational policies and procedures 2.4. Request, acknowledge and act on feedback provided by others within scope of job role 2.5. Identify and resolve workplace problems within scope of job role 2.6. Escalate workplace problems outside scope of job role according to organisational policies and procedures
3. <i>Communicate with others</i>	3.1. Communicate with others in a professional and positive manner 3.2. Select and use communication style to suit audience, situation and communication medium 3.3. Use active listening and questioning techniques to clarify and confirm understanding 3.4. Apply cultural awareness, sensitivity and discretion to communications to suit individual differences
4. <i>Support working relationships</i>	4.1. Develop and maintain working relationships with others relevant to own job role 4.2. Seek assistance from and aid others to promote cooperation and fulfil work requirements 4.3. Use strategies to minimise impact of conflict on working relationships

Passing Lane acknowledges that the copyright ownership of the above information is the Commonwealth of Australia and this extract has been provided for reference purposes only.

Student / Trainee Manual
Copyright 2022

SISSCO002 Work in a community coaching role Date this document was generated: 4 April 2022

SISSCO002 Work in a community coaching role

Unit Sector
Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes:</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. <i>Work in a sport environment</i>	1.1. Source and interpret sport and sport-specific industry information to maintain knowledge of Australian sport and sport-specific industry structure and governance arrangements. 1.2. Source and interpret sport and sport-specific industry information to maintain knowledge of legal and ethical job role responsibilities. 1.3. Reflect on own coaching practice to confirm legal and ethical job role responsibilities are met.
2. <i>Contribute to a productive workplace environment</i>	2.1. Apply sport-specific industry code of conduct to own coaching practice. 2.2. Model behaviours expected of a coach in a community sport environment. 2.3. Carry out work tasks according to organisational policies and procedures. 2.4. Request, acknowledge and act on feedback provided by others within scope of job role. 2.5. Identify and resolve workplace problems within scope of job role. 2.6. Escalate workplace problems outside scope of job role according to organisational policies and procedures.
3. <i>Communicate with others.</i>	3.1. Communicate with others in a professional and positive manner. 3.2. Select and use communication style to suit audience, situation and communication medium. 3.3. Use active listening and questioning techniques to clarify and confirm understanding. 3.4. Apply cultural awareness, sensitivity and discretion to communications to suit individual differences.
4. <i>Support working relationships.</i>	4.1. Develop and maintain working relationships with others relevant to own job role. 4.2. Seek assistance from and aid others to promote cooperation and fulfil work requirements. 4.3. Use strategies to minimise impact of conflict on working relationships.

Approved
© Commonwealth of Australia, 2022

MATERIALS CONTENT—CONT'D

The manuals contain detailed information aligned specifically to the 'Unit of Competency' and the unit's 'Elements' and 'Performance Criteria'.

The 'Table of Contents' for both manuals show that each section title is the 'Unit of Competency' 'Element'.

The diagram illustrates the structure of the unit resources. It features three overlapping pages:

- Table of Contents (Left):** Titled 'TABLE OF CONTENTS', it lists various sections with their corresponding page numbers. A blue arrow points from 'Section One: Work in a sport environment' (Page 9) to the detailed page on the right.
- Section Title (Middle):** Titled 'Section One: Work in a Sport Environment', it serves as a bridge between the TOC and the detailed content.
- Elements and Performance Criteria (Right):** This page details the 'SISSCO002 Work in a community coaching role' for the 'Sport' sector. It lists 'ELEMENTS' and 'PERFORMANCE CRITERIA'. A blue arrow points from the 'Section One' title to this page.

Table of Contents Data:

Section	Page
Introduction	Page 5
Unit of Competency Overview	Page 8
Section One: Work in a sport environment	Page 9
Section Two: Contribute to a productive workplace environment	Page 40
Section Three: Communicate with others	Page 63
Section Four: Support working relationships	Page 90
Self Assessment	Page 12

Elements and Performance Criteria Data:

ELEMENTS	PERFORMANCE CRITERIA
1. Work in a sport environment	1.1. Source and interpret sport and sport-specific industry information to maintain knowledge of Australian sport and sport-specific industry structure and governance arrangements. 1.2. Source and interpret sport and sport-specific industry information to maintain knowledge of legal and ethical job role responsibilities. 1.3. Reflect on own coaching practice to confirm legal and ethical job role responsibilities are met.
2. Contribute to a productive workplace environment	2.1. Apply sport-specific industry code of conduct to own coaching practice. 2.2. Model behaviours expected of a coach in a community sport environment. 2.3. Carry out work tasks according to organisational policies and procedures. 2.4. Request, acknowledge and act on feedback provided by others within scope of job role. 2.5. Identify and resolve workplace problems within scope of job role. 2.6. Escalate workplace problems outside scope of job role according to organisational policies and procedures.
3. Communicate with others.	3.1. Communicate with others in a professional and positive manner. 3.2. Select and use communication style to suit audience, situation and communication medium. 3.3. Use active listening and questioning techniques to clarify and confirm understanding. 3.4. Apply cultural awareness, sensitivity and discretion to communications to suit individual differences.
4. Support working relationships.	4.1. Develop and maintain working relationships with others relevant to own job role. 4.2. Seek assistance from and aid others to promote cooperation and fulfil work requirements. 4.3. Use strategies to minimise impact of conflict on working relationships.

MATERIALS CONTENT—CONT'D

In each section the content is broken down into sub-sections and the titles for each sub-section is the same as the 'Element's' 'Performance Criteria'.

The image displays three overlapping screenshots from a manual, illustrating the relationship between the manual's content and the performance criteria.

Top-left screenshot: Shows the title "Section One Work in a Sport Environment".

Middle screenshot: Shows the title "SOURCE AND INTERPRET SPORT AND SPORT-SPECIFIC INDUSTRY INFORMATION TO MAINTAIN KNOWLEDGE OF AUSTRALIAN SPORT AND SPORT-SPECIFIC INDUSTRY STRUCTURE AND GOVERNANCE ARRANGEMENTS". It includes the Australian Government logo and the Australian Sports Commission logo. The text explains the concept of 'governance' and lists nine 'Sport Governance Principles':

- Principle 1:** The spirit of the game - values-driven culture and behaviours
- Principle 2:** The team - aligned sport through collaborative governance
- Principle 3:** The gameplan - a clear vision that informs strategy
- Principle 4:** The players - a diverse board to enable considered decision-making
- Principle 5:** The rulebook - documents that outline duties, powers, roles and responsibilities
- Principle 6:** The playbook - board processes which ensure accountability and transparency
- Principle 7:** The defence - a system which protects the organisation
- Principle 8:** The best and fairest - a system for ensuring integrity
- Principle 9:** The scorecard - embedded systems of internal review to foster continuous improvement

Right screenshot: Shows the title "SISSCO002 Work in a community coaching role Unit Sector Sport Elements and Performance Criteria". It includes a table with two columns: "ELEMENTS" and "PERFORMANCE CRITERIA". The table lists elements and their corresponding performance criteria. A red circle highlights the performance criterion "1.1 Source and interpret sport and sport-specific industry information to maintain knowledge of Australian sport and sport-specific industry structure and governance arrangements." A blue arrow points from this criterion to the middle screenshot.

The manual's information is supported with graphics, charts, tables, photos and drawings.

MATERIALS CONTENT-CONT'D

As earlier mentioned, the materials are vocational education and training unit resources in the form of Student/Trainee and the Teacher/Trainer manuals.

We will go through each in more detail.

STUDENT/TRAINEE MANUAL

The 'Student/Trainee Manual' could be likened to a textbook.

The manuals contain detailed information aligned specifically the 'Unit of Competency' and the unit's 'Elements' and 'Performance Criteria' and are supported with graphics, charts, tables, photos and drawings.

The manuals contain a series of 'Learning Activities'.

Each learning activity is identified with the following icon.

SISSCO002 Work in a community coaching role Page 32

Learning Activity

Question

LEARNING ACTIVITY SEVEN

Regardless of your role in sport, you have a number of rights. What three basic things do you as a coach have the right to?

Student / Trainee Manual
Copyright 2022

**Learning
Activity**

MATERIALS CONTENT-CONT'D

Learning activities come in the following forms.

- ☆ Questions
- ☆ Research
- ☆ Tasks
- ☆ Interviews

Questions

Questions would relate to the information presented on previous pages.

Research

This type of learning activity would require the student or trainee to locate information by using research methods. The information they would be required to locate would be in line and/or support the information that the manual had outlined in previous pages.

A blue rounded rectangular button with the text "Learning Activity" in white, bold, sans-serif font.

Research

Tasks

This learning activity type would require the student/trainee to actually do or undertake something and would be reinforcing the knowledge they have gained from reading the manual's previous pages.

Interviews

This learning activity type would require the student/trainee to interview person(s) in an actual workplace environment or a person(s) who are experienced in the industry sector which the student/trainee is currently undergoing training.

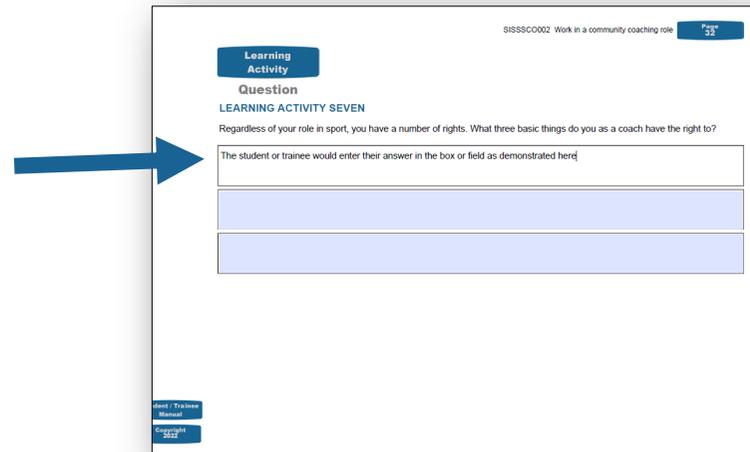
The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

MATERIALS CONTENT—CONTID

The learning activities in the Student/Trainee manuals are 'Form Enabled' so that if the resources delivered are online, the activities can be filled in using the computer keyboard.

The student or trainee would simply place the cursor in the field and click once with the mouse.

Seconds later the blue colour disappears and the student enters his/her answers into the field .



The screenshot shows a digital form titled 'Learning Activity' with a sub-heading 'Question'. The question is 'LEARNING ACTIVITY SEVEN: Regardless of your role in sport, you have a number of rights. What three basic things do you as a coach have the right to?'. Below the question is a text input field with a blue border and a blue arrow pointing to it from the left. The input field contains the placeholder text 'The student or trainee would enter their answer in the box or field as demonstrated here'. Below the input field are two more empty text input fields. The form is set against a white background with a blue header and footer.

When the student or trainee leaves the filled in field to move on to the next field, the previous field returns to a blue colour.

IT IS VERY IMPORTANT THAT THE MANUAL IS SAVED REGULARLY.

It is recommended that the student or trainee set up a 'Student/Trainee' folder on their computer and saves their manuals to that folder.

The ***'first'*** SAVE will have the software will ask if you wish to replace the file and the student/trainee would click YES.

Saving does not prevent the student or trainee from going back to previous fields to make changes.

After the 'first' SAVE, the student or trainee would need to use the **'SAVE AS'** function.

MATERIALS CONTENT—CONT'D

Self Assessment

At the end of each manual is a series of questions that the student or trainee should review and answer.

This self assessment is to ensure in the student's or trainee's mind that they have reviewed and understood the information that was presented in the manual.

If they are unsure of their understanding in any of the topics reviewed, they are encouraged to go back and review the information again and/or seek the assistance of their teacher or trainer.

TEACHER/TRAINER MANUAL

The Teacher/Trainer manuals have exactly the same content as the Student/Trainee manuals.

The only differences are the explanatory introduction pages and after each learning activity there are 'Teacher/Trainer Guidance Notes'. These provide the answers to the 'Learning Activities' as well as some notes on how to assess the student/trainee's submission to each learning activity.

Learning Activity

SISSCO002 Work in a community coaching role Page 55

Question

LEARNING ACTIVITY FOUR

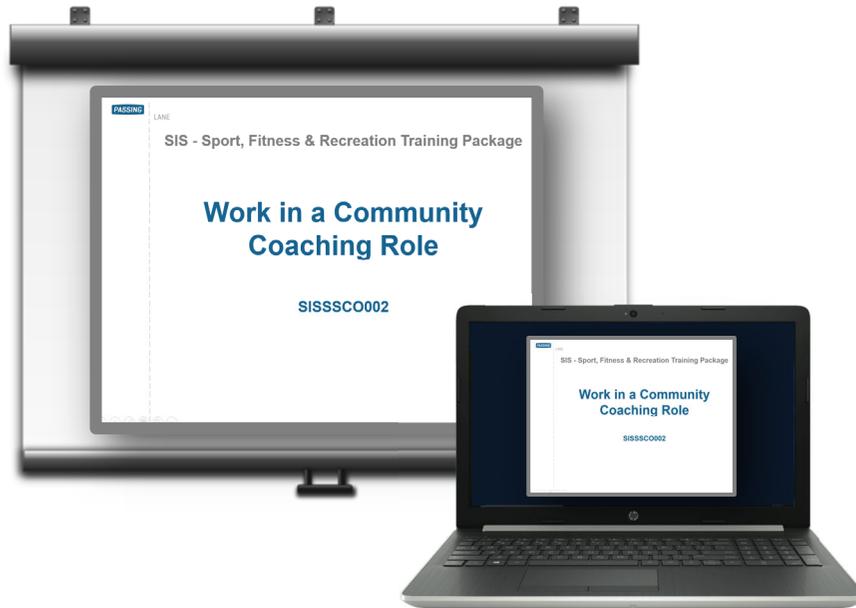
What were the other five points that are a sign of professional behaviour of a coach?

TEACHER/TRAINER GUIDANCE NOTES

- 1) Be prepared
- 2) Arrive on time for training and competitions
- 3) Promote cooperation and good relationships with those he or she interacts with
- 4) Use acceptable language
- 5) Follow the dress code as set out by the sporting club

Teacher/Trainer Manual

Copyright 2022



POWERPOINT SLIDE PRESENTATIONS

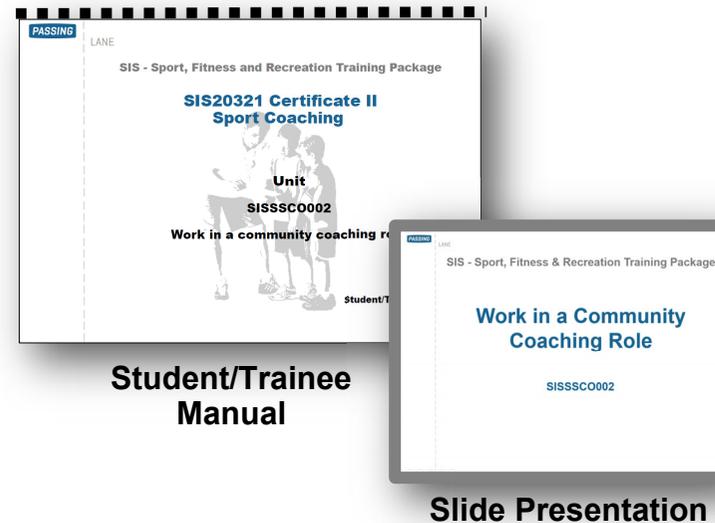
Each Passing Lane unit resource comes with a PowerPoint slide presentation.

Each slide is mapped to a specific page in the Student/Trainee manual.

The slide is only a summary of the manual page content and is used by teachers or trainers as a support training aid in classroom training delivery or online training.

The PowerPoint slide presentation is supplied as a 'Show'.

This means the PowerPoint file has the PowerPoint launch software embedded in the file so the student, trainee, teacher or trainer does not require the PowerPoint application software to view.



POWERPOINT SLIDE PRESENTATIONS—CONT'D

The slides are initially listed in a **'Table of Contents'** and the slide names in the Table of Contents are **hyperlinked** to the relevant slide.

This allows the teacher or trainer to easily jump ahead to a specific subject or go back where they may have left off earlier.

On the top right hand corner is an icon of the Table of Contents that is **hyperlinked** back to the Table of Contents.

Table of Contents

Slide	Slide
Section One	
05	Maintain Knowledge of Industry
06	Sources of Information
07	Legal Responsibilities
08	Legal Issues of Coaching
09	Ethical Responsibilities
10	Member Protection Policy
11	Responsibilities as a Coach
Section Two	
13	Apply Industry Code of Conduct
14	Behaviour Expected of a Coach
15	Policies & Procedures
16	Feedback Provided By Others
17	Other Sources of Feedback
18	Requesting Feedback
19	Self Analysis
20	Workplace Problems

Responsibilities as a Coach

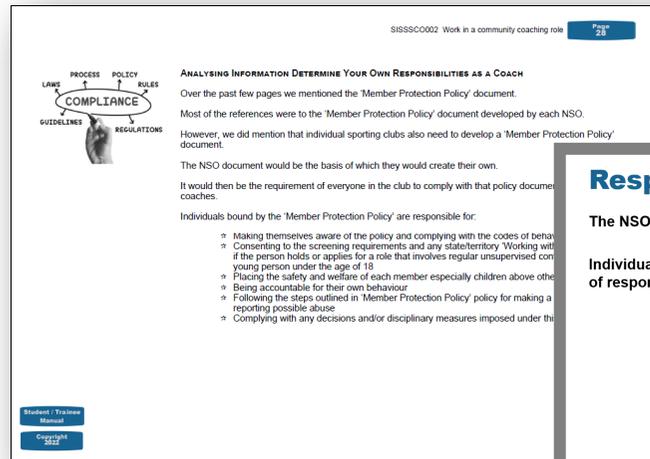
The NSO document the basis of club a 'Member Protection Policy'.

Individuals bound by the 'Member Protection Policy' have a range of responsibilities.

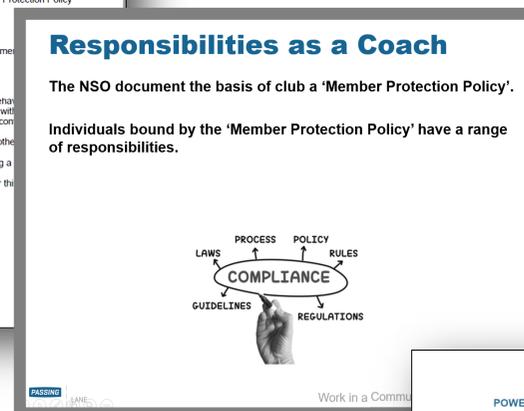
Diagram: A central oval labeled 'COMPLIANCE' is surrounded by arrows pointing to 'LAWS', 'PROCESS', 'POLICY', 'RULES', 'GUIDELINES', and 'REGULATIONS'. A hand is shown pointing at the 'COMPLIANCE' oval.

POWERPOINT SLIDE PRESENTATIONS—CONT'D

Each slide is 'mapped' to a specific page in the 'Student/Trainee' manual. This mapping is in the Teacher/Trainer manual at the end of the document.



Student/Trainee Manual



Slide Presentation

SISSCO002 Work in a community coaching role Page 122

POWERPOINT SLIDE PRESENTATION MAPPING

This training manual is accompanied with a PowerPoint slide presentation, titled the same as this training manual.

The following listing is a 'mapping cross-reference' between the Slide Number and the corresponding page number in the 'Student Manual'.

Slide Numbers	Student Manual Page Number	Slide Numbers	Student Manual Page Number
Slide Number 5	Page 12	Slide Number 19	Page 56
Slide Number 6	Page 13-17	Slide Number 20	Page 58-61
Slide Number 7	Page 22-23	Slide Number 22	Page 65
Slide Number 8	Page 24	Slide Number 23	Page 66-67
Slide Number 9	Page 25	Slide Number 24	Page 68
Slide Number 10	Page 26-27	Slide Number 25	Page 69
Slide Number 11	Page 28-29	Slide Number 26	Page 70
Slide Number 13	Page 42-43	Slide Number 27	Page 71-72
Slide Number 14	Page 47	Slide Number 28	Page 73
Slide Number 15	Page 48	Slide Number 29	Page 74
Slide Number 16	Page 52	Slide Number 30	Page 75-77
Slide Number 17	Page 53	Slide Number 31	Page 92-93
Slide Number 18	Page 54-55		

Teacher/Trainer Manual Copyright 2022

Teacher/Trainer Manual

ASSESSMENT MAPPING UTILITIES

Passing Lane does not provide assessment tools as this is the responsibilities of the registered training organisation under the rules of ASQA.

However, Passing Lane does offer an 'Assessment Mapping Utility' for each student/trainee manual.

The mapping utility document outlines where the student/trainee manual content addresses the 'Element' and each 'Performance Criteria' by page number(s).

PASSING LANE

Passing Lane Assessment Mapping Utility Document

SISSSC002 Work in community coaching role

Unit of Competency (1) Element - Student/Trainee Manual Page Number

1. Work in a sport environment - **Page 11**

Unit of Competency Performance Criteria - Student/Trainee Manual Page Number

1.1. Source and interpret sport and sport-specific industry information to maintain knowledge of Australian sport and sport-specific industry structure and governance arrangements - **Page 12**

1.2. Source and interpret sport and sport-specific industry information to maintain knowledge of legal and ethical job role responsibilities - **Page 22**

1.3. Reflect on own coaching practice to confirm legal and ethical job role responsibilities are met - **Page 22**

Unit of Competency (2) Element - Student/Trainee Manual Page Number

2. Contribute to a productive workplace environment - **Page 41**

Unit of Competency Performance Criteria - Student/Trainee Manual Page Number

2.1. Apply sport-specific industry code of conduct to own coaching practice - **Page 42**

2.2. Model behaviours expected of a coach in a community sport environment - **Page 47**

2.3. Carry out work tasks according to organisational policies and procedures - **Page 47**

2.4. Request, acknowledge and act on feedback provided by others within scope of job role - **Page 52**

ASSESSMENT MAPPING UTILITIES—CONT'D

The mapping utility document also outlines where the student/trainee manual content addresses the 'Performance Evidence and Knowledge Evidence' requirements.

Unit of Competency Performance Evidence - Student/Trainee Manual Page Number

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- > work in a community coaching role in a specific sport over 10 hours that involves:
 - > complying with the code of conduct - *observation*
 - > meeting legal a
 - > following organi
 - > seeking and res
- > maintaining positiv
 - > head coach
 - > another coad
 - > assistant co
 - > an official - c
 - > a parent or c
 - > a committee
 - > a sport admi
 - > a school sta

NOTE

The Passing Lane training res

There will be content in the Pa
the Unit of Competency's ass

In some cases, Passing Lane
assessment would be through

Unit of Competency Knowledge Evidence - Student/Trainee Manual Page Number

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- > sport-specific governance structure and key contacts - *Pages 12-16*
- > organisational policies and procedures related to working in a community coaching role - *Page 48*
- > legal and ethical responsibilities of a community coach:
 - > member protection - *Pages 25-29*
 - > child protection - *Pages 25-26*
 - > work health and safety - *Pages 22-29,111*
 - > negligence and duty of care requirements - *Page 23*
 - > insurance - *Page 24*
 - > privacy and confidentiality - *To be questioned by teacher/trainer*
- > National Sporting Organisation policies applicable to community coaching:
 - > safe guarding children - *Pages 23-26,28,42*
 - > integrity - *Pages 12,23,25*
 - > social media - *Pages 59,75-76*
 - > code of conduct - *Pages 25,41-42*
 - > anti-doping - *Page 24*
 - > member protection - *Pages 25-29*
- > role and responsibilities of a community coach:
 - > training - *Pages 22-25*
 - > competition - *Section 1*
- > limitations to the coach role:
 - > in injury management if not trained in first aid - *Section 1*
 - > in providing sport science advice if not qualified - *Section 1*
- > characteristics of a good coach:
 - > interpersonal skills - *Pages 65-77*

LICENCE OVERVIEW

The Passing Lane licence agreement frees the school, TAFE, and other training organisations of the burden of copyright restrictions.

Under the Passing Lane licence agreement the materials may be 'loaded' on to secure school/institution networks, secure web servers, learning platforms and/or teacher notebook computers and have '**no restrictions as to the number of students**' accessing and using the materials.

Also, there is 'no restriction' to the licenced school/institution as to how many 'printed copies' can be made of the materials.

DVD or CD copies of the materials may not be done under any circumstances.

All materials purchased are registered in the name of the institution purchasing the materials.

The materials are not transferable without written consent by Passing Lane.

All materials have a three year expiry date from date of purchase after which this licence will expire.

All licences are renewable for a fee or automatically renewed for a full licence period when an available upgrade is purchased.



LICENCE OVERVIEW—CONT'D

Passing Lane will send out a notice to the school/institution informing them of the pending expiry of the licence and the cost of renewing the licence.

Should the school/institution not renew the licence, the materials must not be used and all materials removed from websites, networks and learning platforms.

All Passing Lane materials are protected under the Australian “Copyright Act of 1968” (*including any amendments and subsequent amendments*).

The use of Passing Lane materials without a valid licence breaches the copyright laws and Passing Lane retains the right to seek any compensation available under the copyright law.

Should your school or institution have any further questions or require any additional information about the licensing arrangements do not hesitate to contact Passing Lane.

**Passing Lane Pty Ltd
PO Box 975
COWES VICTORIA 3922**

Telephone 1 300 64 98 63

Email info@passinglane.com.au

MATERIAL MODIFICATIONS

The Passing Lane licence agreement allows the Passing Lane materials to be modified or contextualised to suit the teaching/training environment.

This includes adding or deleting written content, adding school or institution's logos and adding your own pictures or graphics.

Graphics, pictures or illustrations in the original materials can be removed, but not used elsewhere or modified.

The PDFs can be converted to WORD files using PDF conversion tools that are readily available on the market.



LANE

UPDATES AND UPGRADES

On occasions the training packages will be updated and if the updates are minor, Passing Lane updates the materials and the updated materials are provided free to those holding a current user licence.

If the training package changes are substantial, Passing Lane will update the materials.

However, there would be a small upgrading fee charged to those schools or institutions wanting to upgrade their materials.